Bob Carlson

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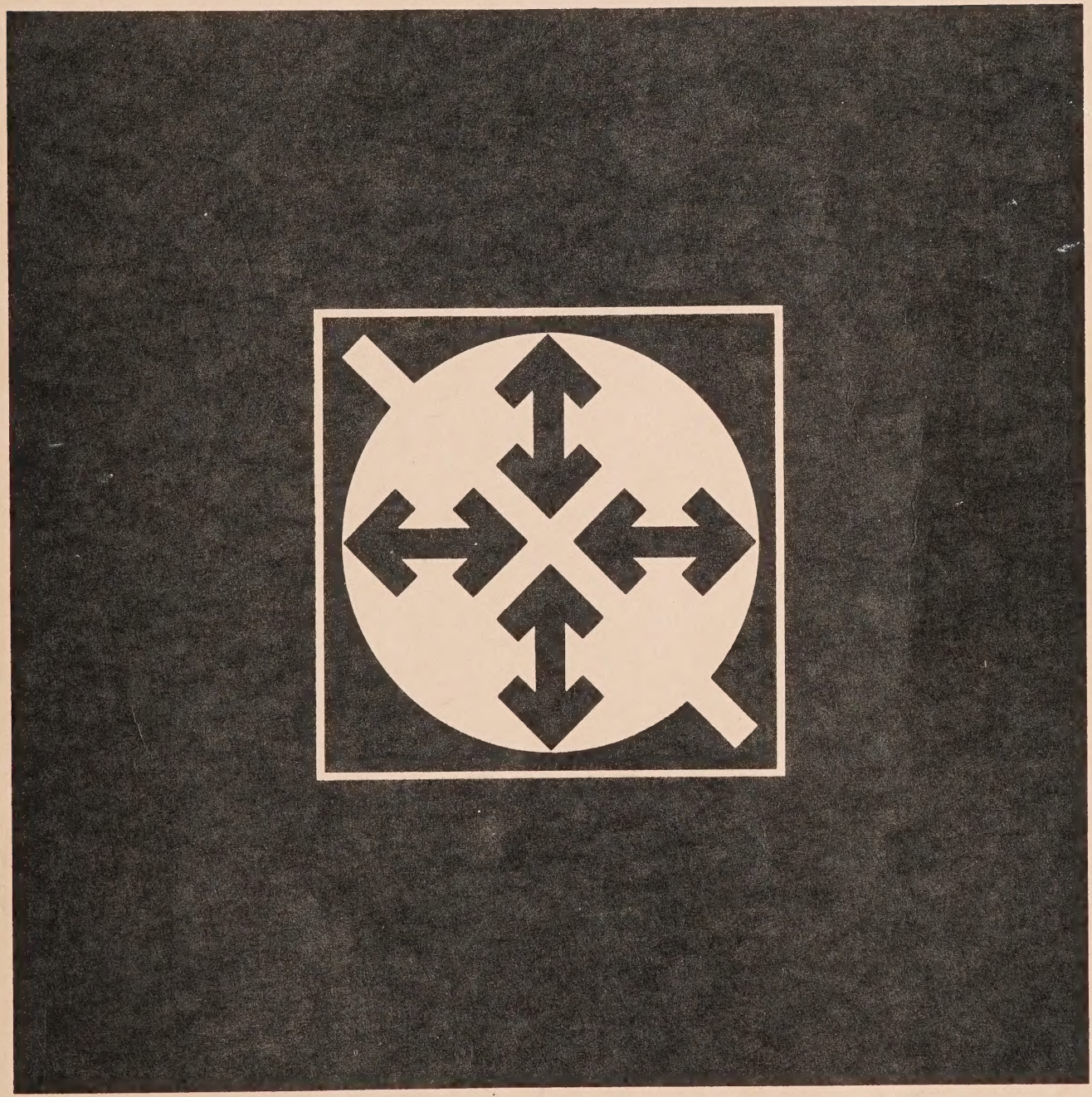

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862 Eglinton Avenue E.
Toronto, Ontario
Canada M4G 2L1
(416) 425-7835

ADMINISTRATIVE OFFICERS

Executive Director - Harry Silverman, Ph.D.

Programme Director - Shirley McNaughton, B.A.

Associate Programme Director - Barbara Kates, M.A.

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O U R S Y M B O L L A N G U A G E I S A L I V E

Simple symbols for a simple universal grammar

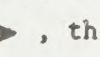
by Charles Bliss

My dear Friends and Symbol Teachers,

No words and no symbols can describe my joy when I received a letter dated 28 October, 1971 (four years ago) written by Shirley McNaughton and signed by Maurice Izzard, telling me that my symbols had found a wonderful use, helping cerebral palsied children to become happy beings to happy parents. I was then in my 75th year and had resigned myself to dying without seeing my symbols come to life as a helping tool for mankind.

And one of the first symbols the children learned to use was "happy", a pictorial expression of "heartlifting" happiness . And Shirley had a stroke of genius when she chose this symbol for all publications coming out of the Ontario Crippled Children's Centre

For me, even the black and white of this new symbol have semantic and symbolic significance. Open up my big book, "Semantography-Blissymbolics" (in green cover) to page 298, or page 9 of my book to the film "Mr Symbol Man," and see how Sigmund Freud explained the dynamic relationships of emotion, reason and conscience within our mind.

Deep down in the blackness of our unconscious mind our emotions and our passions brood. Here we experience love and hate, happiness and unhappiness, attraction and repulsion, and many more feelings for which mankind has used the word "heart" because our heart misses a beat when our brains experience these feelings. And for many, many thousands of years boys and girls have pictured the feeling of love  , the sweet pain we experience as if Eros (Amor, Cupid) has shot an arrow into our heart.

Then, as you can see from the symbolic drawing above, the mind advances upwards into the light of reason and conscience. And Shirley has depicted this by putting the heart symbol into the black and the upward shooting arrow into the white of the circle, giving us a vivid symbol for all good endeavours of mankind to bring happiness to all.

It was utter joy for the mute children to be able to point at the symbol for happy . Later they learned the symbol for an upright standing human being of either sex with the feet apart . Later they learned to add the number 1 for I , the number 2 for you , the number 3 for he and she Then with the multiplication indicator on top they learned to symbolise we , you , and they . And together the first sentence, "I happy"

This was a wonderful achievement, but these children are listening to their parents and friends and they soon learn the proper word order - "I am happy, you are happy, he or she is happy, we are happy." Sooner or later they want to learn the symbols for am, are, is. Then they hear other people say "I have happiness in my heart," so they want to learn the symbol for have and how to symbolise the difference between happy and happiness.

So you see, language is for living people and our symbol language must be alive too, and must be able to symbolise the different words mentioned above. And it's easy.

But it wasn't easy for me. Indeed when, from 1946 to 1949, I typed the 700 pages of the first edition of my big book "Semantography-Blissymbolics", the chapters on a universal grammar took me years to write. I went ahead with other chapters on symbols for postal communication, for railways, airplanes etc, for commercial, industrial and scientific use, and in between I tried and tried to solve the problems of my universal grammar. When at last I solved one problem I typed the chapter on it, then went ahead with chapters on other applications of my symbols. In the meantime I wrestled with another problem on grammar and by the time I had solved it another year had passed; and all the while I typed chapters unrelated to the problem of grammar. The result was that my chapters on a universal grammar are interspersed between hundreds of pages and difficult to find for any serious student of my symbol language.

This is why I now give away copies of my big book with an additional sheet listing the page numbers where the various chapters on my universal grammare are to be found. If you do not have this sheet my assistant, Tonti Dunne, who types this article will re-type the List of Grammar Chapters at the end. I hope now to have the time and the money to issue a third edition of my big book in which I shall rearrange various chapters so that all information on my universal grammar will be grouped together for easy accessibility and study. I am now 78 and I ask you to wish me luck in staying alive to supervise the arrangement, printing and publishing of this third edition.

But this muddle of my own making, with chapters on my grammar widely dispersed, causes difficulties as some of my grammar symbols for complete sentences are not used, and I am writing this article to put things right. Those of you who are used to the first grammar symbols introduced in 1973 may go on using them until you find that the proper symbols introduced now in 1975 are better.

And this is why I titled this article "Our Symbol Language is Alive," because life means constant change. We human being, confronted with problems, make some decisions until, at a later time, we find a better solution. The problems we are facing now is the use of my grammar symbols for other languages, notably French,

the second language of Canada. I do believe that the 1975 grammar symbols will satisfy the teachers who teach my symbols to children in Quebec province. If new problems arise - well - I am an engineer who knows that any tool needs constant improvement, and I do hope to be alive for a few more years and to be able to adjust my symbols to fit new problems in French or any other language.

This is exactly the difference between an engineer and a teacher of languages. The teacher preserves faithfully all the irregularities of his own language, and is not interested in abandoning them in favour of a simpler usage. I maintain that language is the human tool for communication and co-operation, and therefore we must strive to remove all illogical irregularities. We must be engineers of language. "Who makes language simple and logical?" asked one of the greatest linguists of our age, Professor Otto Jespersen. And he answered: "The children. They think logically." They learn to form the plural by adding an -s, as in "house and houses." Then they say "mouse and mouses." "No," says the teacher, "mice." The child says "goose and gooses." "No," says the teacher, "geese." The child says "child and childs." "No," says the teacher, "children." The child says "sheep and sheeps." "No," says the teacher, "sheep, without an -s." Imagine the utter bewilderment. Imagine the time lost by all children in all languages. They have only a limited time for learning what they will need in later life, yet a disastrous part of their learning time is taken up by learning the irregularities of their own language.

When I was a child my logical sense was so strong that I simply refused to learn the irregularities of the grammar imposed on me. Only in later years did I find that a number of professors of languages deplored this state of affairs. Professor Guerard said: "Grammar, the torment of our childhood, is an exploded fallacy." Professor Brunot said: "A profound pity overcomes one thinking of the hundreds of thousands of children compelled to undergo an education composed of such aberrations," and Professor Jespersen said "The children, not the teachers, are making language logical and simple and easy to learn."

So, at present we must learn the different words "am, are, is." In German it is even more complicated, "bin, bist, ist, sind, seid." But look, today English-speaking people say "I will, he will, we will, you will, they will;" but not so long ago they had to say "he wilst." The children and the common people just dropped the "wilst," and soon we shall say "I do, you do, he do," NOT "he DOES." Soon we shall say "he do, he work, he think, he write." Soon, by introducing my logical symbols into the schools of the world we shall do away with the irregularities of grammar. Soon we shall do away with the nightmares of irregular verbs, and this brings me to the meaning of "verb."

"Verb" comes from the Latin verbum. It means nothing more than just "a word." But it has a dreadful meaning for all highschool students who are forced to learn the irregularities of verbs. The word is also used in German, but I remember how glad I was when I learned the merciful translation of the Latin word in every-day German. It means a "Zeit Wort" - a "time word" - a word which changes with the time: "I think, I thought, I shall think," present, past and future.

Now let's find a symbol for a "time word," and it has to be a pictorial symbol, easy to learn by little children. But time cannot be pictured. It took me years to find a pictorial presentation of time, and here it is. Imagine two parabolic mirrors facing to the left) and right (. Now, we of the Western world write from left to right. This then is the direction of our "flow of time" ——————→ . Then this parabolic mirror) mirrors the words which we

have read just a few seconds ago in the PAST. And this parabolic mirror (focuses the words which we will read a few seconds from now in the FUTURE. Now we have two pictorial symbols for the "PAST") and for the "FUTURE" (. And the PRESENT is a fleeting glance between past and future)(.

THE BIG AND THE SMALL WORD

Now here is a new grammatical presentation easy to understand by little children. I refuse to tell you the "proper" grammatical words for it. In my big book I call the "small" words "shorthand" words. Instead of saying "in the Past" we say "ago." Instead of saying "in the Present" we say "now." Instead of saying "in the Future" we say "then." But "shorthand" means nothing to little children. I had to find a better word for them, and so I call it "the big word" and "the small word." If you are interested in my wrangling for years to eliminate the grammar words and to find simple words for little children, read it up beginning on page 422 in my big book. And here is how it looks in words and in symbols:

	)	)(	(
The big word and big symbol for	PAST	PRESENT	FUTURE
	)	)(	(
The small word and symbol for	ago	now	then

THE FIRST THREE SQUARES OF OUR "GRAMMAR BLOCK"

Here is a note by Tonti, who types these lines: "I have only two different type-faces for the words beneath the symbols. Charles tells me that wonderful Jim Grise draws the symbols better than anyone else in the whole world. When the word is too long to fit the square, he prints the word in a smaller type (which I cannot do). For this reason Charles is not drawing the squares here below and on the next pages - except at the end when the whole "grammar block" will be shown enlarged and I will try to type the words within the squares. So please note that the final symbol displays will show Jim's perfect handiwork."

We will have all grammar symbols displayed in a block, every row containing three squares for the past, present and future. And here is the first row:

)	)	)(	)(	(	(
past	ago	present	now	future	then

Now take to hand my film book and read up page 103 titled "Some Symbols come in three sizes." See how I found an even smaller symbol for an even smaller meaning to express the PAST, the PRESENT and the FUTURE. I call these smallest symbols "indicators" and place them on top of other symbols, as for instance the symbols for the eye and the mouth.

The smallest symbols indicating the — past — present — future

on top of the symbol for the eye — saw — see — will see

on top of the symbol for the mouth — said — say — will say

You can do this with hundreds of symbols, as for instance heard, hear, will hear; smelled, smell, will smell; ate, eat, will eat; thought, think, will think, etc. etc.

But I was still not satisfied. Let's use our smallest indicators above the symbol for a pen, pencil:

wrote — write — will write

I said before that this symbol)(means now, and this symbol)(means present, and I said that the Present is a "fleeting glance between Past and Future." But I may continue to write and write for hours and hours. I had to find a better symbol for doing something now and continuing to do it now for a long period of time. And it had to be a pictorial symbol too, easily grasped and easily remembered. Here is how I solved this problem.

Imagine our young planet earth being a molten ball of fiery matter some billions of years ago. Then slowly it cooled down and a solid crust formed. But underneath the molten, glowing matter (magma, lava) was still swirling in gigantic waves, creating tremendous pressure on the thin crust above. And then it happened. The crust gave way and an observer in space could see the first primeval action on our young earth, the throwing up of a volcano cone, and here is my pictorial symbol for

the big word and symbol for — the Act, the Action, the Acting, the Doing

the small word and symbol for — to act, to do

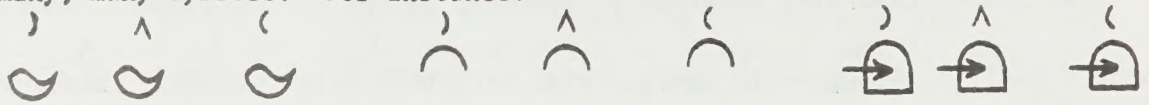
and the smallest symbol as an indicator on top of any other symbol — to write — to see — to say

THE THREE SQUARES FOR THE THREE TIME INDICATORS

As they will appear in the "grammar block" of our symbol displays -

)	∧	(
do, make action in the past	do, make action in the present	do, make action in the future

the indicator in the middle saying "do, make action" is already in the symbol displays. Now we add the other two, and are able to change the time word (verb) for many, many symbols. For instance:



washed, wash, will wash thought, think, will think knew, know, will know

But alas, instead of just "I washed" or "I thought" or "I knew" we can also say

I have washed, I had washed, I have had washed, and I had had washed

I have thought, I had thought, I have had thought and I had had thought

I have known, I had known, I have had known and I had had known

Is this necessary? Not at all. But we can write these sentences by adding our symbol for "to have" (see later). It was George Bernard Shaw who taught me these grammatical constructions are not necessary. We can drop the have, the has, the h ave had and (horrors) the had had. We had had it for too long. Shaw also prophesied that we shall one day say "I washed, I thinked, I knowed" and so on, adding an -ed for all past time words.

Who will make these beneficial changes? "The children," said Professor Jespersen. And our logical symbols will help us to say also

I do you do he do we do you do they do

Thus we will do away with does, washes, thinks, knows, and all the -s endings for he or she.

We can do away with another obsolete grammatical word, the word "to", as in "to do, to be, to have, to make, to think," etc. etc. One teacher wrote me a letter in symbols. She began "I wish to thank you....." She worried how to symbolise "to thank" and looked up the word to in the dictionary. And there it is symbolised

thus >| . But this means "to, toward." And it should be used in such sentences as "I write to you" or "I came to the house." What do these little lines really mean? They are the small symbol for the small words "to, towards." And what is the big symbol and the big word? It is approach →| .

Look up the symbol displays and see that Shirley had done away with the to in the verbs. The words underneath the symbols say "have, be, make, wish, think," etc. etc., instead of "to have, to be, to make, to wish, to think" etc. Tell your child that there is no need for a symbol for the obsolete word "to." Make your child laugh about all the obsolete words and expressions which are not needed. Give your child a feeling of accomplishment, of triumph. Today many millions of healthy children feel unhappy and frustrated when they do not grasp the obsolete expressions as in "to have, to have had, to had had" etc. etc. Soon they will be "at the bottom of the class." Soon they will drop out and will be lost and feel lost and frustrated. And their language teachers are to be blamed for this.

So let us take heart and continue working out simple grammar symbols for your children.

THE THREE SQUARES FOR THE TIME WORD "DO"

All human beings in all countries of the world are doing something, even if they are asleep, or apparently doing nothing. Then their bodies are in constant action, in constant doings, chemical and physical. Therefore the verb do is one of the most important words in all languages. It is called an "auxiliary verb," but let me use the better German words of my childhood: "ein Hilfs Zeit Wort" - "a helping time word." And help it does. Let us now add three more squares in our symbol displays so that our children can be helped to form complete symbol sentences. We use, of course, the volcano outline for do, act /\ .

)	/\	(
/\	/\	/\
did, acted	do, act	will do, act

Here we encounter an English expression which has given me years of trouble and search in grammar books. The problem is: when should we say "I do" and when "I am doing." For me, the chemist and physicist, there was no difference, but I found that grammarians all differ widely when to say the one and when the other expression. I interviewed teachers of English and authors and highly intelligent Englishmen and Americans. None of them could give me a simple rule for simple children and simple people. There is no rule.

In the squares above I have outlined the simplest expressions only. I have not mentioned the cumbersome and illogical grammatical expressions such as:

Instead of did, acted,
we also say — did do, did act; have done, have acted; has done, has acted; have been doing, have been acting; has been doing, has been acting, etc.

Instead of do, act
we also say — does and acts

Instead of will do, act
we also say will be doing, will be acting, shall do, shall act, shall be doing, shall be acting, etc.

If your child is intelligent, you can make it laugh about these complex expressions when a simpler expression is at hand. Those who can speak, no matter how difficult it is for them, let them use the shorter and simpler expression - until my symbols are taught to healthy children - and then they will revolt against the cumbersome expressions they hear. This is what G.B. Shaw prophesied: "Only a revolution or a civil war against our teachers of the English language will force them to make the English language logical and simple to learn and to use." The children, your symbol children, will spearhead this revolution, as heralded by Professor Jespersen who said: "The children, not the teachers, make language logical and simple and easy to learn."

Alas, there is another grammatical monstrosity here. We can say "I will do it" but also "I shall do it." All my search for a simple rule for simple children to follow has been fruitless. So let's stick to the simple "will" and let's take heart that the children and the simple people have already won out against the grammarians who had to give in and make "I, you, he, she, we, and they will" the "correct" grammatical expressions.

THE THREE SQUARES FOR THE TIME WORD "BE"

Here again we have the big word and the small word, or the big symbol and the small symbol. It is the difference between to live, to exist, to be and the smaller meaning of just to be. It is also the difference between living matter and non-living matter. A living creature lives, exists, is. A stone exists, is, but does not live. But sometimes we can use the smaller meaning for living beings in a smaller sense as for instance: I live in Canada, but I shall be in Toronto tomorrow and my car will be there too."

The difficulty of finding a good symbol for to live was enormous. I found that all biologists don't know what life really is. Professor Percy Raymond of Harvard said "What life is - nobody knows." If you want to read more about this, open the film book and begin reading on page 80, "The Symbols for "to be" and "to live." Then turn to page 155, "What is Life really."

The best I could do was to take the symbol for an individual human being, standing upright and being alive | , and being alive only for one thing, our sun ◯ . If the sun blacked out, all life on earth would come to an end within minutes. Now we have the big and the small word, and the big and small symbols

to live

to be

Now we can draw up our three squares and underline the simplest expression -

was, were

be, am, are, is

will be

A day will come when we will say "I am, you am, he am," or even "I be, you be, he be," and we will be understood perfectly. Just look up a book printed a few hundred years ago and realise how many words have been simplified since. Consequently I have not printed the obsolete grammar words which we use today. Instead of "I was," we can also say "I have been" or "I had been." But "I was" is sufficient.

THE THREE SQUARES FOR THE TIME WORD "HAVE"

"To have" means having a plus of anything. Therefore we introduce the symbol for plus, addition ┼ . Usually it is an earthly plus, money, things, a house, jewels, etc. Therefore we add the symbol for earth ⎽⎽ and together possession, ownership ┼ . Now look, the combined symbol looks like a tombstone and I have devised it to look like one. The semantic and symbolic effect should be the message "You can't take earthly possessions with you into the grave. So stop accumulating them senselessly!"

And of course there is a small meaning and a small symbol too, meaning just "have" ± . We may have ± a book, but it may be the possession ┼ of the library.

The big and small symbol for	∧ ┼ to possess, to own		∧ ± to have
	)	∧	(
	±	±	±
And now our three squares	had	have	will have

Here again are some cumbersome expressions not mentioned above:
Instead of had we are also forced to say have had, has had, had had, etc.
Instead of have we are also forced to say has, am having, are having, etc.
Instead of will have we are also forced to say shall have, will be having, shall be having, etc.

We need only two more grammatical symbols, one for questions and one for negative sentences. But so far we have always had three symbols in a row (for past, present and future). In order to have a neat block of grammatical symbols to appear in the 400 symbol display, let's have a third symbol in the last row of three, the symbol for the helping time word, make. This meaning is used in all languages. Here below are now the necessary explanations for the last row of three squares.

THE SYMBOLS FOR QUESTIONS

Here again we have the big word and the big symbol and the small word and the small symbol, and of course the smallest symbol as an indicator:

The big word and symbol	question	?
The small word and symbol	what	?
The smallest symbol as an indicator		may

Now let's learn the semantics of these symbols. The big word question is a combination of the symbol for open and the question mark ? . When we close it we get the question closed by the answer . But watch out! Realise that within the enclosure the question mark is still lurking. And this is a warning to be wary. Many answers to pertinent questions are often no answer at all. They are only a fumbling with vague and ambiguous words.

The small word is what ? and many questions begin with the word what? We have already learned the meaning of combinations, as for instance what ? person means who ? . What ? place (on earth) ___ means where ? . What ? time means when ? . But watch out! This symbol ? means what thing? This symbol ? means "what action brings a result about," and the small word how? as in "how do you do this?"

It is clear that when we begin a sentence with Who ? as in "Who is that man?", we don't need a question mark at the end, as we have one already at the beginning of the sentence. So let's drop the second question mark. Some Spanish linguists realised the need for a question mark at the beginning, but they solved it in a cumbersome way. They put two question marks to every question sentence, one at the beginning and one at the end. Not satisfied with this cumbersome arrangement they turned the first question mark upside down as in ¿Who is that man? By doing so they need a second question mark (upside down) on their typewriters.

We know that we reverse the sequence of words in a question as in

You have a pencil.

Have you a pencil?

The same arrangement exists in French, German and other languages, but thinking of a universal sentence construction for all languages I prefer to use the same word order, but putting the question mark at the beginning as in

You have a pencil.

?You have a pencil.

However, you, the teacher, are free to use the word order common in your language. See to it, though, that a question mark appears at the beginning of your

symbol sentence, be it the symbol for question ⌊?⌋ to mean "the question is," or the symbol for what ? , or in the combinations who ?⊥ , where ? , when ? etc.

Now we come to a wonderful and simple use of the question mark in the smallest size as an indicator on top of other symbols:

?

may

The child will point first to this symbol, then to other symbols, for instance the symbol for do, for be, and for have, and will thus get

?	?	?
∧	⊕	±
may do	may be	may have

and so on with any of the many action words in the symbol displays.

THE SQUARE FOR "MAKE"

In order to fill three squares in our new block of grammar symbols I have added here the symbol for make △ . Here again we have the big word and big symbol, and the small word and small symbol. We begin with the big symbol △ which is the symbol of the Greek philosophers of old meaning Creation and Creator - God, displaying divine order and harmony in geometrical configuration as found in crystals. Then we designed our smaller symbol for man-made creation, make △ . This is a very important symbol as this meaning is used in all languages. All over the world human beings of all countries and all languages make things, and we can use this symbol in many ways, as for instance making food △○ , and a man who makes food, a cook ⅄△○, and a room for making food, a kitchen ⌐△○ .

And now we can use this symbol for make with any of the small indicators in our big block of grammar symbols. The child would first point at one or two indicators and then at the symbol for make.

)	∧	(	?)	?	(?
△	△	△	△	△	△
made	make	will make	may (have) made	may make	may make (then)

THE LAST SQUARE FOR NEGATIVE SENTENCES

Here we have three different symbols, the biggest meaning no —!! , with two exclamation marks. Then follows not —! with one exclamation mark, and then the

minus symbol —. Standing alone the minus symbol means minus, without — , and in combination without food — ○, without speech — ○, etc.

Now here is how we can use the not —| symbol for negative sentences and questions

You have not a pencil.

?Have you not a pencil.

or

?You have not a pencil.

Then there is a peculiarity in English, the drawing together of two words with an apostrophe as the binding symbol

You haven't a pencil.

?Haven't you a pencil.

or

?You haven't a pencil.

How to symbolise this preculiarity of English speech which was really a nightmare in previous centuries, and is still to be found in a number of words, such as fo'c'sle? We simply combine the symbol for not —| with one of the grammar symbols, do ∧, be ⏀, have ± for past, present and future. Then we get

∧ —|	∧ —|	∧ —|	∧ —|	∧ —|		
do not	didn't	don't	doesn't	won't do		
⏀ —|	⏀ —|	⏀ —|	⏀ —|	⏀ —|	⏀ —|	⏀ —|
be not	wasn't	weren't	ain't	aren't	isn't	won't be
± —|	± —|	± —|	± —|	± —|		
have not	hadn't	haven't	hasn't	won't have		

Naturally, you have to put in front of these combinations the personal symbol for I, you, he, she, we, etc. as in "I ain't," not favoured by grammarians but spoken by the millions.

On the following page the complete "Grammar Block" is shown, a bit enlarged to make space for the words beneath.

HERE IS OUR COMPLETE SYMBOL GRAMMAR BLOCK

This enlargement is not proportionately correct. I have not the proper templates and Tonti has not the proper typefaces. But Jim will draw the symbols as only he can draw them and will print the words to fit the squares.

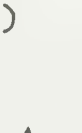
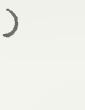
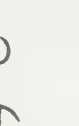
And Shirley will put this "grammar block" into the "handiest" place (for the crippled hands to reach) in the 400, 200 and, I hope, also in the 100 symbol displays because these words are vital for the mute palsied children to point out "I am, I was, I will be, I did, do, will do, I had, have, will have, I made, make, will make, I may or may not."

Then by using these symbols and indicators on other symbols in in the displays the children will form complete grammatical sentences.

And what palsied children can learn easily their parents, brothers, sisters, relatives and friends will have to learn too in order to understand them. And it's easy.

Children like to invent their own fairy tales. They may point at the past, ago symbol) and this may mean "Once upon a time ... " There will be no need to use the symbols for once, upon, a and time. This is the fantastic simplification with symbols. This heralds a new future of simple and logical speech.

Yes, the "grammar block" will help them to express their needs and their need to express themselves to the world. And the world will learn to do away with obsolete grammatical expressions.

past ago	present now	future then
do, make, Action in the past	 do, make, Action in the present	do, make, Action in the future
did, acted	 do, act	will do, act
was, were	 be, am, are, is	will be
had	have	will have
may	make	not

Here is how you can teach your child to handle the grammar block. Let it point first at the symbol for I , then at one of the three time symbols for did , do , or will do to form the sentences "I did, I do, I will do." Then let the child symbolise "I was, I am, I will be." Then "I had, I have, I will have."

How will the child symbolise "I made, I make, I will make?" Teach it to point first at the indicator for past or present or future and then at the symbol for make . But the child will soon simplify this. There is no need to point first at the present indicator because the symbol for make shows already the present indicator on top. And many symbols in the displays show too the present indicator on top as for instance help , think , know , wash , etc.

But many symbols in the displays do not show any indicator on top as, for instance, mouth , eye , ear , food , etc. because they do not symbolise a time word (verb). They symbolise real things, and the child can turn them into time (action) words for the past , present , and future by pointing first at the indicator symbols. Thus it will get "I said, I say, I will say," "I saw, I see, I will see," "I heard, I hear, I will hear," "I ate, I eat, I will eat" and so on with other thing words.

Now teach the child how to use the indicator for may to symbolise "I may eat." It would point first to the symbol for I , then to the indicator may , then to the indicator for present , and then to the symbol for food . Or the child wants to say "I may eat (later)." It would repeat the sequence but would point at the indicator for future . What happens, then, when the child points to the indicator for the past ? It wants to say "I may have eaten."

And so to questions. The child wishes to symbolise "May I have food?" or "May I eat?" Teach the child to point first to the symbol for question . After that there is no need to reverse the words to "May I?" The teacher or parent knows now that a question is coming. The question is: "I may have food" or "I may eat."

Now to negative statements. The child wants to symbolise "I have not food," or "I haven't food." In both cases the symbolisation is the same. The child would point first to have , then to not .

And negative questions. The child wants to symbolise "Have you not eaten?" or "Haven't you eaten?" It will start with question , then you , then

have $\overset{\wedge}{+}$, then not —| , then past $\overset{)}{}$, then food $\underline{\bigcirc}$. Or it can do it in a shorter way - first question |?| , then you $\lfloor_2$, then not —| , then past $\overset{)}{}$, then food $\underline{\bigcirc}$.

All this need not be taught to children below highschool age. You should teach these sequences only to those highly intelligent children who want to communicate in full grammatical sentences. For your younger symbol students two symbols, "not food," will indicate that the child is hungry, or "I want food."

Soon the symbol for without, minus — will be displayed in the Tables and then the child will be able to point out "I am hungry" without (minus) food — $\underline{\bigcirc}$.

CUMBERSOME AND SIMPLE SYMBOL GRAMMAR

Dear Teacher, here is your choice. You want to help brain-damaged children to express complete grammatical sentences. The question is: will you give in to the idiocies of "correct" but complicated grammar? If you do this with your brain-damaged children you will do them a great disservice. Indeed you will add to their troubles. Better teach them simple grammatical sentences and make them laugh about the cumbersome grammatical sentences. As I have shown in previous chapters some cumbersome grammar, let's now list such sentences and see for yourself, and teach your child to see for itself, how we can use simple grammar and can avoid the cumbersome grammar.

Most of the following sentences begin with I $\lfloor_1$ or you $\lfloor_2$, but we will not repeat the symbol in all sentences. At left we will list and symbolise grammatical sentences in the proper word order, and at right we will show that we can express the same meaning in simple grammatical sentences. I begin with the simplest sentences which cannot be improved further. Then we will go on to the cumbersome grammar sentences and will show that simple symbols can do the job better. All the time keep the new grammar block in mind.

SYMBOL SENTENCES in the proper word order	and in the simplest word order
For the present	
I do, I am, I have, I go	I do, I am, I have, I go
I am doing, I am being, I am having, I am going	I do, I am, I have, I go
For the past	
I did, I have done, I had done	I did
I was, I have been, I had been	I was
I had, I have had, I had had	I had
I was doing, I have been doing, I had been doing	I did
I have done, I had done	I did

For the past (continued)	Simplest word order
I went, I did go, I was going, I was gone	I went
I have been going, I had been going, I was going to go	I went
For the future	
I will, I shall	I will
I will do, I will be doing, I shall be doing	I will do
I will be, I shall be	I will be
I will have, I shall have, I will be having	I will have
I will go, I will be going, I am going to go	I will go
I am going to do	I will do
I am going to have	I will have

QUESTION SENTENCES

For the present	
Do you do ... ? Are you doing ... ?	? you do ...
Are you being ... ?	? you are ...
Do you have ... ? Are you having ... ?	? you have ...
Do you go ? Are you going ?	? you go
For the past	
Did you do ... ? Were you doing ... ?	? you did ...
Were you being ... ?	? you were ...
Were you having ... ?	? you had ...
Did you go ? Were you going ? Have you been going ?	? you went
For the future	
Will you do ? Will you be ? Will you have ?	? you will do, will be, will have
Will you go ? Are you going to do ?	? you will go ? you will do
Are you going to be ? Are you going to have ?	? you will be ? you will have
Are you going to go ?	? you will go

NEGATIVE SENTENCES

For the present	
I do not do. I don't do	I do not
I am not doing, I ain't doing	I do not

For the present (continued)	Simplest word order
I am not. I ain't	I am not
I am not being ... I ain't being ...	I am not
I have not, I haven't	I have not
I do not go, I don't go	I go not
For the past	
I did not, I didn't	I did not
I was not doing, I wasn't doing	I did not
I haven't been doing	I did not
I was not, I wasn't	I was not
I had not, I hadn't	I had not
I was not having, I wasn't having	I had not
I was not going, I wasn't going	I went not
For the future	
I will not, I won't, I shall not, I shan't	I will not
I will not do, I won't do	I will not do
I will not go, I won't go	I will not go
I am not going to do, to be, to have	I will not do, be, have
I am not going to go	I will not go

NEGATIVE QUESTIONS

For the present	
Do you not do ... ? Don't you do ... ?	? you do not
Are you not doing ? Aren't you doing ?	? you do not
Are you not ? Aren't you ?	? you are not
Are you not having ? Aren't you having ?	? you have not
Are you not going ? Aren't you going	? you go not
For the past	
Did you not do ? Didn't you do ?	? you did not
Were you not ? Weren't you ?	? you were not
Had you not ? Hadn't you ?	? you had not
Did you have not ? Didn't you have ?	? you had not
Did you not go ? Didn't you go ?	? you went not
Had you not been going ? Hadn't you been going ?	? you went not

For the future	Simplest word order
Will you not do ? Won't you do ?	? you will do not
Will you not be doing ? Won't you be doing ?	? you will do not
Will you go ?	? you will go
Will you not go ? Won't you go ?	? you will go not
Are you going to go ?	? you will go
Are you not going to go ? Aren't you going to go	? you will go not
Aren't you going to do, to be, to have ?	? you will not do, be, have

First show your child the cumbersome sentences at the left, then the simple sentences at the right. Tell your child to symbolise, symbol by symbol, the cumbersome sentences at the left, then the simple sentences at the right. After such exercises the child may refuse the complex symbolisation and may do the simple symbolisation - and laugh at you. Then use the same procedure with many other time words (verbs) in the symbol displays, until the child has a thorough knowledge and aversion to the complex grammar forced upon us by the grammarians. Then you have won a victory.

Are we at the end of all this? Goodness no. There are some other atrocities like could, and would, and should, and ought to, and might do, and must do, and instead of must do you can say you have to do, or you have had to do, or had had - oh no! Let's not start again. Let me show you in another article that we can overcome all this, and simply, too.

A SUMMARY

In 1973 the children learned of the Action (verb) symbol for turning a THING word into an ACTION word. In 1972 they learned of the eValuation (adjective, adverb) symbol for their feelings and reasoning. Then came the symbols for to be and to have In 1973 they learned to use the symbols for ago) , now) (, and then (to express the past, present and future. It worked well with some English expressions and not so well with other English and French expressions. In 1975 Shirley presented me with a long list of complex English expressions (see pages 15 to 18) and asked me to work out a simple, comprehensive "grammar block" for all languages. It was easy (see the next pages). I simply looked up the relevant chapter on my universal grammar.

Since 1942 I tried to find expressions which I cannot symbolise. Since 1943 in all my lectures I harangued sceptical audiences to give me difficult expressions to symbolise. I did so well that there was applause in mid-lecture. So please, dear symbol teachers, take heart and discard cumbersome expressions.

Shirley discarded the word "to" in the infinitive to do, be, and thus she ended the grammarians' fight about the "split infinitive." In English we have one word for "not" and one symbol — | . In French there are two words, "ne" and "pas." Are you going to use the "not" symbol TWICE? Suppose there is a language which uses for the past this string of words: "did do have had been done bongo." I know what you will do. Bang goes bongo and only "did" will remain. So I say "God's speed to you, dear symbol teachers! Keep our symbol language alive and make it simple for all the children of mankind.

○ ← → Good bye, So long, Till we meet again, Au revoir, A rivviderci, Auf Wiedersehen, etc. etc. Yours ⊥2 + forever (Charles

WHERE TO FIND THE CHAPTERS ON THE UNIVERSAL SYMBOL GRAMMAR IN THE BOOK "SEMANTOGRAPHY-BLISSYMBOLICS"

Here below are listed the pages which are important to read and study. But you would do well to read the whole chapters, as it will help you to realise the extreme simplicity embodied in the symbols.

Page	
228	How to draw the symbols
243	How to form the plural
245	How to form opposite meanings
250	How to symbolise parts and parts of parts
256	Why Grammar at all ?
258	The symbols for THING and ACTION
263	The symbol for a HUMAN EVALUATION
269	The three indicators for THING, ACTION and EVALUATION (continue to p. 276)
311	The three symbols for Emotion, Reason and Conscience
316	Word order
317	Time and Tense (continue to p. 321)
323	Special uses of the indicators (continue to p. 326)
326	How to symbolise the verbal and adjectival noun (continue to p. 331)
343	How to symbolise the single ACTION word
367	How to symbolise the auxiliary verb "have" and "be" on page 538.
375	How to symbolise the evaluation before and after an action (continue to p. 378)
377	A summary of all the uses of the indicators
420	Anarchy in Language - the particles of speech (continue to p. 450)
537	The tricky word "is" (continue to p. 546)
546	The tricky word "have"

Please realise, my dear Symbol Teachers, that by studying my work you will enrich your life. You will teach others and you will be a sought-after expert on a new idea that can help mankind.

On the 4th July, 1975 the "Blissymbolics Communication Foundation" was incorporated into the law of Ontario to spread the proper use of my work throughout the world. You have contributed to this success and I wish to thank you - and in particular those who have been instrumental in bringing the new Foundation about, namely the Hon. Thomas L. Wells, Ontario Minister of Education, Professor Dr Harry Silverman, the Directors of the Ontario Crippled Children's Centre, Shirley McNaughton and Barbara Kates, and Mr Joseph C. Lemire, Secretary of the Foundation.

I am now in my 79th year and I am happy to know that my work will not die with me. And I thank you for carrying the good work onwards. Ever Yours Charles